

**AN EVALUATION OF
ENGLISH LEARNING PROGRAM
IN MUHAMMADIYAH JUNIOR HIGH SCHOOLS YOGYAKARTA**



By:
Nurina Vidyawati
14707251010

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NURINA VIDYAWATI
NIM 14707251010

Defended by the Board of Examiners of
Graduate School of Yogyakarta State University
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Graduate School of
Yogyakarta State
University Director,



Prof. Dr. Marsigit, M.A.
NIP. 19570719 198303 1 004

THE DECLARATION OF AUTHENTICITY

The Undersigned:

Name : Nurina Vidyawati

Student Number : 14707251010

Study Program : Instructional Technology

I would like to certify that this thesis is my own work and nor has been previously submitted as a part requirements for a degree in another college or university. I also would like certify that this thesis has been written by me and any help that I received in my research of the thesis has been acknowledged. In addition, as far as I know, there is no others' work or opinion which has been written or published except what I have written and mentioned in the references.

Yogyakarta, July 2019

The Undersigned

Nurina Vidyawati

14707251010

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Nurina Vidyawati

ABSTRACT

NURINA VIDYAWATI: An Evaluation of English Learning Program in Muhammadiyah Junior High Schools Yogyakarta. **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2019.**

This study aims to evaluate English learning program in Muhammadiyah Junior High Schools Yogyakarta from four aspects: (1) context which concerned school policy on English learning program; (2) input, which consisted of: (a) lesson plan, (b) English teacher, (c) student, (d) facilities and infrastructure, and (e) environment; (3) process, which consisted of: learning processes including pre activities, main activities, and post activities; and (4) product evaluation which was indicated by students' achievement on midterm test.

This research was an evaluation research study employing the context, input, process, and product (CIPP) model by Daniel L. Stufflebeam. The study was conducted in Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta as the representatives of Junior High Schools of Muhammadiyah in Yogyakarta City. The research subjects consisted of three principals, eight English teachers, and 1101 students of seventh and eighth. The data were collected through Likert scale questionnaires, observation, interview, and school documents. The qualitative data were analyzed by using the descriptive technique, while the quantitative data were analyzed by using descriptive statistics technique by using SPSS 20 for windows.

The results of this evaluation research were: (1) context evaluation concerned school policy on English learning program was categorized as good ; (2) input evaluation which consisted of: (a) lesson plan, (b) English teacher, (c) student, (d) facility and infrastructure, and (e) environment was categorized as good ; (3) process evaluation which consisted of pre-activity, main activity, and post activity was categorized as fair and (4) product evaluation was categorized as fair.

Keyword: evaluation, cipp, English learning program

ABSTRAK

NURINA VIDYAWATI: Evaluasi Program Pembelajaran Bahasa Inggris di SMP Muhammadiyah Yogyakarta. **Tesis. Yogyakarta: Pascasarjana, Universitas Negeri Yogyakarta, 2019.**

Penelitian ini bertujuan untuk mengevaluasi program pembelajaran Bahasa Inggris di Sekolah Menengah Pertama Muhammadiyah Kota Yogyakarta yang ditinjau dari empat aspek: (1) konteks, yang berhubungan dengan kebijakan sekolah; (2) input, yang terdiri dari: (a) RPP, (b) guru Bahasa Inggris, (c) murid, (d) fasilitas dan infrastruktur, dan (e) lingkungan; (3) proses, yang terdiri dari: proses pembelajaran meliputi (a) aktivitas pendahuluan, (b) aktivitas utama, dan (c) aktivitas penutup; dan (4) produk, yang ditunjukkan dengan nilai UTS siswa.

Penelitian ini merupakan penelitian evaluasi yang mengadopsi model CIPP (Context, Input, Proses, dan Product) milik Daniel L. Stufflebeam. Penelitian ini dilaksanakan di SMP Muhammadiyah 1 Yogyakarta, SMP Muhammadiyah 3 Yogyakarta, dan SMP Muhammadiyah 5 Yogyakarta sebagai perwakilan dari seluruh SMP Muhammadiyah di Kota Yogyakarta. Subjek penelitian ini terdiri dari satu kepala sekolah dan dua kepala bidang kurikulum, delapan guru Bahasa Inggris, dan 1101 siswa kelas tujuh dan delapan. Data dikumpulkan melalui kuesioner berskala Likert, observasi, interview, dan dokumen-dokumen sekolah. Data kualitatif dianalisis dengan teknik deskriptif, sedangkan data kuantitatif dianalisis dengan teknik deskriptif statistik dengan menggunakan SPSS 20 for Windows.

Hasil dari penelitian evaluasi ini adalah: (1) evaluasi konteks yang berkaitan dengan kebijakan sekolah dikategorikan baik; (2) evaluasi input yang terdiri dari: (a) RPP, (b) guru Bahasa Inggris, (c) murid, (d) fasilitas dan infrastruktur, dan (e) lingkungan dikategorikan cukup ; (3) evaluasi proses yang terdiri dari: kegiatan pembuka, kegiatan inti, dan kegiatan penutup dikategorikan cukup; dan (4) evaluasi produk dikategorikan cukup.

Kata Kunci: evaluasi, cipp, program pembelajaran bahasa inggris

TABLE OF CONTENTS

Title Page	i
Approval Sheet	ii
The Declaration of Authenticity	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	viii
List of Table	x
List of Graphic	xi
List of Appendices	xii
CHAPTER I INTRODUCTION	1
A. Background of Knowledge.....	1
B. Description of the Program.....	7
C. Problem Restrictions and Formulation.....	9
1. Problem Restrictions.....	9
2. Problem Formulation.....	11
D. Objectives of Evaluation.....	12
E. Benefits of Evaluation.....	12
CHAPTER II LITERATURE REVIEW	14
A. The Concept and Theories.....	14
1. Evaluation.....	14
2. English Learning Program.....	23
3. Learning Quality.....	25
4. Language Learning.....	35
5. Evaluation Research in the Domain of Instructional Technology	42
B. Relevant Research Studies and Evaluation	43
C. Theoretical Framework	48
D. Research Question.....	49
CHAPTER III EVALUATION METHOD	51
A. Type of Evaluation.....	51
B. Model of Evaluation.....	52
C. Place and Time of Evaluation.....	54
D. Population and Sample of Evaluation.....	55
E. Data Collection Techniques and Instruments.....	60
1. Data Collection Techniques.....	60
2. Data Collection Instruments.....	63
3. Research Instruments Test.....	70
F. Validity and Reliability of Instruments.....	71
1. Validity.....	71
2. Reliability.....	73
G. Data Analysis Technique.....	74
H. Evaluation Criteria.....	76
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	79
A. Data Description.....	79

1. School Profile.....	79
2. Research Data Description.....	82
B. Research Finding and Discussion.....	101
1. Context Evaluation.	101
2. Input Evaluation.....	103
2. Process Evaluation.....	110
2. Product Evaluation.....	111
C. Research Limitation.....	112
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	114
A. Conclusion.....	114
B. Implications.....	115
C. Suggestion and Recommendation.....	115

LIST OF TABLE

Table 1. The blueprint of Instrument, Source of Data, and Data Collection	
Technique.....	64
Table 2. The Blueprint of Instrument of Component Context	65
Table 3. The Blueprint of Instrument of Component Input	66
Table 4. The blueprints Instrument of Component Process	68
Table 5. The blueprint Instrument of Component Product	70
Table 6. Case Processing Summary	73
Table 7. Reliability Statistics.....	74
Table 8. Evaluation Criteria.....	76
Table 9. The Criteria of Component Input Based on Observation Instrument	77
Table 10. The Criteria of Component Product Excellent Class	77
Table 11. The Criteria of Component Product Regular Class & ICT Class	78
Table 12. The Result of Questionnaire Number Seven	101
Table 13. English Teacher Educational Background and Teaching Experience.....	105
Table 14. The Result of Questionnaire Related to Process Evaluation	110

LIST OF APPENDICES

Appendix 1. Instrument Validation Testimonial.....	122
Appendix 2. The blueprints of Instruments	124
Appendix 3. Research Permit of Junior High School Muhammadiyah 1 Yogyakarta	137
Appendix 4. Research Permit of Junior High School Muhammadiyah 3 Yogyakarta	138
Appendix 5. Research Permit of Junior High School Muhammadiyah 5 Yogyakarta	139
Appendix 6. Interview Guideline of Principal	140
Appendix 7. Interview Guideline of English Teacher	143
Appendix 8. Interview Guideline of Student	148
Appendix 9. Observation Guideline of Facilities and Infrastructure	149
Appendix 10. Observation Guideline of Learning Process	152
Appendix 11. Document Checklist	161
Appendix 12. The Result of Principal Interview	161
Appendix 13. The Result of English Teachers Interview	167
Appendix 14. The Result of Student Interview.....	222
Appendix 15. The Result of Document Checklist.....	235
Appendix 16. The Result of English Teacher Questionnaire	235
Appendix 17. The Result of Student Questionnaire	245
Appendix 18. Lesson Plan of English Teachers.....	253
Appendix 19. The Documentation.....	264

LIST OF GRAPHIC

Graphic 1. Five Domains of Instructional Technology (AECT 1994)	42
Graphic 2. Theoretical Framework of English Learning Program Based on CIPP Evaluation Model	49
Graphic 3. Questionnaire Result number 7 of Junior High School 1 Muhammadiyah Grade 7	83
Graphic 4. Questionnaire Result number 7 of Junior High School 1 Muhammadiyah Grade 8	83
Graphic 5. Questionnaire Result number 7 of Junior High School 3 Muhammadiyah Grade 7	84
Graphic 6. Questionnaire Result number 7 of Junior High School 3 Muhammadiyah Grade 8	85
Graphic 7. Questionnaire Result number 7 of Junior High School 5 Muhammadiyah Grade 7	85
Graphic 8. Questionnaire Result number 7 of Junior High School 5 Muhammadiyah Grade 8	